NATIVE EDUCATION '81

prepared for the

Bigstone Band

by

A.J. Shann BA

Carl -

Looking forward to meeting you when you come to Slave Lake.

Best wishes - Tony Shann

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POLARPAM

Native Education 1981

Introduction

Following my visit to Demarais in November 1980 Chief William Beaver asked me to put down on paper some ideas that might be of value to the Bigstone Band as they consider how best to improve the Education system for all the people in the area - and also might be of use in the wider area of negotiations for the take-over by Indians of the Education of their people. In addition this paper also considers in a special way a report done in Saskatchewan by Dr Robert J. Jones on the subject of Native control of Education in that Province - at the end of this paper I will set out a series of quotations from this study of Dr Jones that I feel would be of special interest.

The Root Problem

We need to completely overhaul our basic Educational Philosophy: the main problem in Native Education is one of bad philosophy. We must ask the question: WHAT IS EDUCATION?

The Native journals are full of the message that 'white-man's' education is quite wrong for Native people. I agree. It is also quite wrong for the white people themselves but they are better able to tolerate it, wheras Indian children reject it to a greater extent and in the higher grades they fail to cope with it at all well. I believe that Native people have a special contribution to make at this point of history to the development of Education for the benefit of the entire country.

WHY DO NATIVE CHILDREN DO BADLY IN THE PRESENT SCHOOL SYSTEM?

Basicly for two reasons:

1. Inborn qualities special to Native people are ignored and not developed - the repression leads to frustration etc
2. Bad economic conditions prevail due to the collapse of the old life-style.

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Inborn Native Qualities

The conditions that a person is raised in, shape - more than anything else - the life style they will have as adults. However, as everyone knows, talents and aptitudes vary greatly from person to person - even within a single family.

What is undoubtably true is that every race has characteristics as regards talents and aptitudes - the differences in race are not just differences of physical beauty, but differences of inner mental and spiritual beauty. Those who run Indian schools should ask the question: IN WHICH WAYS ARE NATIVE PEOPLE PARTICULARLY OUTSTANDING AS A GROUP? The answer to this question would be of great value in planning the kind of subjects to be emphasised in school. These inate abilities need to be emphasised and not ignored. To give just one example of the kind of thing I am talking about: it is common to find among Native people a talent for sustained precise craftsmanship, an aptitude less common in the population at large... and an Indian school system could develop this. This brings us to a powerful arguement for Indian control of Education, in that the Indian people themselves are the best equipped to decide who they are as individuals, and as a group, and to plan programs that meet the needs.

Native Culture

A combination of inborn qualities and traditional upbringing has established a very distinct Native culture.
The Native people are a 'heart' people - white society has lost touch with its heart and emotions and is ruled by its 'mind'.
A heart person is creative; artistic, musical... and needs to express his or her personality in these ways.
A non-creative school is a disaster, and especially to a 'heart' person - our schools are non-creative - generally cold, impersonal, and intellectual - they do not set out to be loving and caring places but merely teaching centres for students to learn at.

The Native people are very sensitive to each other - they work and live in small groups. White people find it much easier to be a 'loner' or to break with one group and form another.
Native social bonds are much stronger - Native people discover who they are in terms of a group - when a group disintegrates the personalities of the members also disintegrates to some degree.
The school system is very important in the process of forming groups. It is most important that these groups are preserved and protected.

Teachers

It follows therefore that the teacher who leads the group and supports it and creates a learning atmosphere is the key person in the whole system. Someone must control the hiring and firing of teachers - everything hinges on the teacher - even if a school was only a group of old shacks, it could still be a good school if the teacher was good - yet the most beautiful facilities in the world are worthless if the teacher is worthless. Good teachers are worth much more than good schools and every effort must be made to see that good teachers are encouraged and that they are so happy and attached to the community, that they want to stay. It is essential that whether a teacher is teaching welding in high school or reading to grade one - that the person is an open giving person who really cares about each student personally. If a person is teaching because the pay is good then it is a bad situation - A TEACHER THAT DOES NOT LOVE THE WORK IS NOT WORTHY OF IT

Let us take a brief look at the present system as regards teachers:

THE ALBERTA TEACHERS ASSOCIATION IS CONCERNED TO MAINTAIN TWO THINGS:

1. High pay for teachers
2. High qualifications in order to be able to teach.

With regard to the first point, high pay for teachers, high pay does not make very much difference to the quality of teachers in some cases it could be quite the reverse - to raise the pay in order to attract better teachers to isolated communities would, in my opinion, be a mistake.

With regard to the second point, high qualifications are not the answer to better Education: A good teacher may or may not be highly qualified - qualifications do not make a great deal of difference one way or the other as regards a person's ability to teach. Qualifications can and do indicate that a person is knowledgable - it can usually ensure competence in a subject area but not in the ability to communicate it. Teaching is above all else a talent - either a person is good at it or not... it cannot be taught, it can only be picked up. To make a comparison teaching is a talent like playing the fiddle - if a younster is talented he will pick it up, if not, no amount of training is any use, even if he can play afterwards he will never be a good fiddle player ... its just not in him.

Although teaching is not taught it is learnt and improves with experience. The ideal way for a person to develop their teaching talent is to allow them to work alongside a person who is good at it and preferably work alongside several master teachers. The model for training teachers is the APPRENTISHIP model and not the academic model... which is the present system... to sum up A teachers Certificate is no guarantee that a person is talented though qualifications can and usually do indicate that a person is knowledgable.

When looking for people to teach in the Indian Schools it is not desirable to limit the choice to certified teachers - others with knowledge and talent can be found and with practice and encouragement could be far more suitable.

Indian schools must be free to employ exactly who they want - whoever is able to do the job they wish to see done - and particularly they should seek out talented Native people and train them actually in the schools with the help of a teacher coordinator who will encourage them and help them to bring out their own style of teaching. These people will in no sense be second class teachers, they will in fact be very much better than college trained teachers. There should also be a vibrant "Indian Teachers' Association" (Separate from the philosophy of the present system) which organises rallies, and workshops, and short courses for serving teachers within the Indian controlled schools.

The idea of employing persons who are not government certified is not new in Alberta. The Mennonites and Hutterites do so already. The problem with hiring college trained teachers, to recap, is that teaching is not learned in that way at all... teaching is only learned through observation and experimentation and practice... a style of learning ideally suited to Native people (as opposed to the application of abstract disembodied theories and methods which colleges specialise in). Another disadvantage of hiring 'qualified' teachers is that their experience could be a disadvantage - they may have ingrained ideas that are the very opposite to the kind of thing that you may want to see.

In short, the most talented and knowlegable persons available should be hired as teachers irregardless of paper qualifications and only open, caring, committed persons are suitable as teachers at all.

Educational Philosophy

There are two competing methods of running a classroom: The first is the TRAINING METHOD which includes learning by rote, recalling information using repetitious practice sessions of various kinds: The second is the CREATIVE METHOD which includes play methods and has a highly enjoyable element encouraging the person to learn.

The TRAINING METHOD is very effective and if done for short periods of time it can be very valuable. It is stressful and very tiring - if overused it is counter-productive and leads to nervous and emotional disorder. The present school system depends heavily on this method - they sweeten it up by various techniques to keep the child's interest (including, for instance, little games and rewards for good performance - this is called in the text books 'motivation')

The CREATIVE METHOD is without a doubt the proper and natural method in which a child can develop his or her overall abilities. It is outstandingly successful and the results are beautiful in every way - it demands a very special kind of teacher who is disciplined and imaginative, and who loves being with the class. Brilliant educators of the past have developed various styles of creative education such as the Montisorri Method... and right here in Alberta the "Early Childhood Services" have had outstanding success using creative methods (usually with uncertified teachers!)

The school system tries to accomodate both methods within the classroom - however creativity is very low and very creative teachers are not encouraged... the province has a rigid curriculum which the teacher must follow... teachers themselves have rarely developed their creative skills... and it must be remembered that only those who have successfully gone through the present uncreative, academic system can qualify as certified teachers at all.

The Indian school system, if it is to succeed, must change all this radically. It must become creative in every way. It must search out and employ creative teachers able to bring out the best in their students... able to command respect in providing a learning environment which is constructive and disciplined.

Secular Humanism

Secular Humanism is a particular way of looking at life which is having a great effect upon the Educational Philosophy of schools. In this philosophy man is viewed as an intelligent being who has evolved as the highest form of life and who holds the key to his own destiny. God is not viewed as central to a person's life and is best left to individual private choice. I feel it would be fair to say that most teachers feel this way, and indeed many would classify themselves plainly as agnostic.

Indian people are religious people - it is rare indeed to find a Native person who doubts the ruling presence of God. Respect for prayer, and for priests and elders, is absolutely fundamental to Indian culture, and always has been. Schools that shut God out of the classroom must not be surprised to find disrespect and delinquency. Teachers who have no God in their lives can only do harm to the values taught at home and lead to confusion in the children... perhaps even to the total rejection of the wisdom of the past in favour of pleasure and material things.

My advice is that Indian Schools ought to be <u>Separate Schools</u> and teach a program of religious studies acceptable to the community and hire teachers that share the faith of that community. In the context of Wabasca and Demarais this might need cooperation of Catholic, Anglican and Pentecostal people in the determination of suitable prayers and instructions. Be that as it may it would obviously be a matter for the Chief and Band Council to decide in each case. However to ignore this religious dimension in schools would, in my opinion, be a very serious step indeed... for it is certain that Secular Humanism is a major threat to any Indian community. As we look around at the various Indian communities, it can be seen that the happiest are the ones that have kept the faith alive and burning - those in the most trouble are the ones who have given up. The reason that many people gave up can be traced to serious mistakes that were made in the mission schools which has left a legacy of bitterness in many communities - the Indian people are facing the task of rebuilding and renewing their spiritual culture - it is taking place already and good things are happening as a result.

Elementary Education

Early Childhood Education is the key to success later on - it is certainly the place to start any major revision educationally. There is a major 'hang-up' in Elementary Education and it is this: the ability to read and write is so crucial that everyone concentrates so much on this as to ruin the school system as a result. Frequently even after the most intense effort by teachers many students are hopeless at reading and writing even after years at school. To concentrate on reading and writing often achieves the very opposite results! ...A child learns to talk expertly in three or four baby years - and yet no one frets and worries and holds classes on how to talk. Yet in school after seven years of French the students can't talk French (not even as well as a two year old French baby!).

There is no doubt that the most important subject in Elementary Education is ART. Every subject should be taught using art (eg mathmatics, reading and writing).
Drama, dance, gymnastics, music... are also essential and should be of a high standard. In a school with dynamic programs in these areas the enthusiasm is so great that there is no problem with learning - the children just love school. They grow to like themselves and to appreciate the talents of their friends. Children learn to appreciate, not compete... the essential concept is to allow everyone to shine at whatever they prove good at.

Conclusion: The key to improving Elementary Education is to ensure a high standard of creativity within the school system by selecting teachers able to do this. To scrap the present rigid curriculum and replace it with a heavily art oriented program supervised by a coordinator.

High School

The scope of this paper is such that I will only just touch on this whole troublesome area. We are faced with huge problems (such as almost total drop-out by Grade 10) which everyone knows about and no one quite knows the answer to!

Clearly, the present blend of English, Science, Social Studies, and Mathematics is not what is needed. There is a dry academic schooling which has to go (for example: if a person wants to appreciate dramatic literature, he should be writing and acting out plays - not reading them for homework and writing critiques to the teachers satisfaction). Academic learning is of value but not in place of certain subjects that are much more important to students at this age... There is an overriding desire in adolescence to come to terms with the real world outside the classroom. Craft skills, such as metalwork or photography, and vocational skills must be included in every school program.

Music (learning instruments) is very important at this age - also art continues to be important. Drama and the knowledge of social skills have a special significance for adolescents as they come to grips with who they are as maturing adults. Sports too are relevant since the young people are anxious to know what they are capable of. And all the time we should be aware that there is an overriding compulsion to know the world around them that cannot be met in the four walls of a classroom. The students need to get out of the school environment as much as possible - to experience work, to visit places on field trips frequently, to become apprentices etc

This is the time of spiritual awareness also - the age of idealism... dedication, committment... to a person, a cause... there is a lot of pent up energy and these young people look to their parents, their school teachers, and society at large for some direction to put this energy to use.

High school, unlike Elementary School, is much harder to change overnight. The hiring of talented, dynamic teachers is above all the way to see progress. To ensure that these teachers have all the necessary encouragment and support is essential - stability in a High School is even more important than in the early grades, teachers must be happy... they must want to stay and serve the community they know and love.

Indian Control of Indian Schools

The question of Indian control of Indian schools is, at first, a political question not an educational one. An Indian run school could turn out better or it could turn out worse - it would depend on the personalities involved. A good team would need talent, committment, sensitivity, insight, experience and respect for each other. Merely to take over the system because Indian people best understand their own needs, may not necessarily improve things: Indian School Authorities may find they have all kinds of new problems and very little manpower and experience to solve them. Having said that, I believe that the Indian people should take on the challenge anyway! It is right and proper that they should do so, and in the long term necessary. Politically there is the democratic right to do so, and also the God given responsibility as parents to control the education of one's own children. Furthermore, the 'white' society has shown itself unable to provide suitable education - the system is a failure, and everyone, including the education system itself, admits the failure.

Indian people should, as a right, claim control; and <u>even</u> if things don't improve straight away, they should <u>keep</u> control, and have the right to handle the problem themselves.

Past experience tends to show that Indian run schools <u>do</u> show some improvement - and that the reason they do not do better is (as the cartoon in your Band Office says) that the Indians can only get control by agreeing to operate the 'white' system... so they end up operating a failure of a system much to the disappointment of their own Native people!

The message of Dr Jones paper, as I see it, is that in order to control the Education System the Indian people <u>must</u> control these key areas:

PERSONNEL: especially the teachers, classroom workers instructors and their supervisors.

CURRICULUM: sole responsibility for checking the: program, goals and objectives, educational philosophy and instructional methods, educational materials

FINANCE: regular financing without endless red-tape and petty controls.

The first two areas of control have already been discussed - the hiring of teachers (ie solely on merit) and the establishment of dynamic and creative programming.

The third area - of finance - is of prime concern - it is obviously very important to channel money into areas where it really counts: For example, to ensure that instructors are plentiful and that classes are kept small - and that there is no lack of materials and that (for instance) students need not supply their own. An Indian School System must obviously have the ability to choose priorities in spending money if control is to be meaningful!

Dr Jones' paper makes the point that Indian Schools so far have taken over the administration but not the management. The Indian Bands that he studied would, for example, sign the teachers cheques, but not control the teaching itself. This is very harmful because the Indian people do not have large numbers of educated and qualified people in their communities and the few they do have are wasting their time signing cheques etc and checking the maintenance, instead of concentrating on the really important educational matters.

Dr Jones' paper also brings out the point that if the Education Director is an <u>administrative</u> officer, he or she cannot also be expected to be in the classrooms ...to combine the jobs leads to frustration and resignations. There is a definite need to have a separate Education Coordinator whose responsibility would be to ensure the educational aims of the Band Council were achieved - this person would be a key person in the process of appointing teachers, establishing programs, organising workshops and courses for serving teachers and generally supervising and evaluating the school system and reporting back to the Band Council - such a person would be responsible for handling all requests, difficulties or complaints where these are of an educational nature and taking action in consultation with the Chief and Council.

The Education Director, on the other hand, as an administrative officer would need political and financial skills and in consultation with the Education Coordinator would be aware of the Educational needs and endeavour to see these needs are met.

Concluding Remarks

After years in the education system, I wish to say that it is very easy to be deceived. A new shiny school looks as if things are really happening, and really it can mean very little at all. I have taught in old delapidated schools and in immaculate new ones, and I found it made very little difference except to comfort, convenience and of course appearance. I know that there is an urgent need to upgrade the schools within the Northland School Division... why are the 'isolated communities' making do with poor facilities in a province where everyone else is living in luxury? Good buildings <u>are</u> a benefit but the buildings can distract attention - the <u>real</u> value to the school system is a good staff and happy creative students.

Education is simply just full of pitfalls like this that can easily deceive. If a person walks into a neat shiny classroom where a large group is sitting in rows writing away, and everyone is as quiet as a mouse - it looks wonderfully impressive - yet it may well be a very poor classroom indeed... a very unhappy place with a particularly tyrannical teacher!

My wish then, is for a real improvement, not just a change in appearances - and I know that it can come about with leaders who are dedicated to meeting the real needs of the people.

Quotations from The Saskatchewan Study by Dr R.J. Jones

Robert J. Jones, Ph.D. as project leader for the EDUCATION OPERATIONS REVIEW, CORPORATE EVALUATION BRANCH issued a study of Indian schools in Saskatchewan on April 24, 1980
Further information with respect to this study may be obtained from him at (819) 994-1203
The following extracts from the report have been taken out and the full context of the quotations may be seen on the page number in the report itself given above each clipping.
I have underlined parts of the text which refer to points alluded to in my paper or points I felt were especially relevant.

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Conclusion

Discussions with responsible people in the Department revealed an underlying concern that the Indian people may not yet be able to manage their Education program; and that therefore great care must be taken to ensure that they (the Bands) are fully qualified (e.g., able to evaluate results) before control is handed over.

This is somewhat presumptuous, because the Department has not demonstrated any particular success in managing the Education program, i.e., producing satisfactory results on behalf of the Indians.

Agreements have been set out to permit the Department to "withdraw" control if the Bands do not "perform"; this is in recognition perhaps of the overriding trust relationship between Canada and the Indian people with respect to providing education to the Indian people. The agreements, however, because of this overriding stipulation, tend to engender a response from Band Chiefs and Councils in which they avoid any unilateral action which may result in perceived failure.

If the Indians are to be successful in managing their Education program, they must be allowed to make their own mistakes and be responsible to their own people for the consequences.

11.

A Band may administer a departmental program if it is deemed by the Department to be "willing and capable". To show that it is so willing, a Band must submit a B.C.R. stating that it will adhere to the terms and conditions of the C. to B. Program, and to that Program's objectives and conditions. This framework is to be found in all contribution arrangements and it clearly establishes the Band's subordinate role.

The Band Council agrees to administer the education program, within the framework of existing Federal Government policies and regulations, and to be "responsible and accountable to their Band members and to the Department."

The Department retains ownership of all facilities and furnishings and, "(the Department) will continue the monitoring of program delivery... (and) in conjuction with the Band Council, carry out reviews and evaluation to determine the achievement of program objectives".

In the event of serious maladministration, the Department retains the right to "reclaim the Activity".

Even within its limited mandate, the Band is kept on a short lead, e.g., its Financial and Personnel Regulations must be approved by the RDG; it must prepare monthly financial statements on forms provided by the Department and submit the completed forms by the 15th of the following month; it receives a three month advance at the start of the year, but disbursements are on a monthly basis thereafter.

In effect, the agreements say the Bands can run the program, as long as they do it according to Department directions or stipulations. As a result, the Bands find themselves involved in extensive and (to them) complicated procedures, but do not in fact take any real part in a decision-making process with respect to what they want from the school.

It is recommended that:

- agreements with Bands to control their own schools (Education program) be cast in terms which recognize the right of the Band to make their own decisions.

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In view of these constraints and others described in other pages of this report it is difficult to believe that there is a real commitment, by the Department, to the fact of Indian control.

On the assumption, however, that there is such a commitment, that in fact the Government accepts the fundamental principle that the Indian people are entitled to make their own decisions about their own lives (specifically, education needs), it is recommended that:

- dollar resources be allocated to Indian Bands for educational purposes, on the basis of an agreed commitment on the part of the Government of Canada to provide such resources

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RE: TRAINING

The few people who have now accumulated some training and some experience in administration or management, and who have opted to stay on the Reserve and help manage the community, are therefore overloaded with the many tasks that must be carried out. This demand on a relatively few people is further aggravated by the demands of the Department to follow detailed complex procedures in whatever programs the Band does take over, rather than emphasize and assist in the development of management capabilities.

Discussions with Chiefs, Council members, and other people in the Indian community, confirm the idea that one of the needs of the Band is experience and training in Band management. Some Bands have refused to take over the Education program because of this lack of managment skills.

This lack of management skills has been interpreted by the Department as a reason for delaying the handover of control to the Bands, rather than as a signal to provide resources or opportunities which would help them overcome their deficiencies. In fact, the process of taking over and learning to manage the Education program could be a key device in the larger task of creating some sense of overall achievement within the community.

There are several Bands (e.g., LaRonge, Sturgeon Lake, Wahpeton, Sweetgrass) who administer their education program, have made significant improvements to that program, and can report some success in terms of attendance levels, numbers of graduates, and improved levels of community satisfaction. These people, however, cannot be said to have real control of their programs, because they still do not make decisions in respect to many important elements of those programs, and they do not have resources in the form of an educational infrastructure (or "ministry") on which to draw as needed to support their individual schools.

The components of such an infrastructure, well-known to educators and admnistrators, include the following:

- a facility for training teachers (and qualifying them) in professional patterns relevant to the needs of the Indian communities (including native language and culture)

- support group or groups from which curriculum content, as chosen by the individual Band, can be drawn

- a personnel management facility, for the selection and continuing evaluation of professional staff

- an administrators' association (e.g., The Saskatchewan School Trustees' Association), through which various administrative techniques and experiences can be shared

- a professional (teachers') association, which can act as a responsible body in matters of teachers' obligations as well as their rights, salaries, etc.

- hiring and administrative services (on regional scale) through which salaries, pension plans, holidays, insurance, and other personal matters can be negotiated and administered

- student testing and assistance resources, to evaluate the quality of education being provided, and to provide special assistance where necessary

- library and other resource facilities which can be used as a base for enriched as well as regular classes.

Systemic Failure 22

Failure to deal in totality with environment difficulties has perpetuated a costly education program without real benefit to Indian children.

The proportion of Indian Children graduating from High School in the past ten years has shown little improvement; and the problems of age-grade retardation and a high absenteeism rate do not make it an easy matter to justify the large expenditures made by the Department for the Education Program.

Economic Reasons 22

During this evolutionary period the lot of the Indian Child has not improved, and there is little prospect that any marked improvement will be realized unless the true causes of poor program results are addressed.

It is a well established fact that the social and economic status of his parents is the critical factor in determining how well a person is going to do later in life. The recent report issued by the Carnegie Council on Children entitled "Small Futures" concludes that Who You Are not How Bright You Are or even how good your schooling, is the most important factor in determining your future. These findings are fully supported by another report, just released, "Who Gets Ahead". It looks at things like: family background; native intelligence; personality; and years of schooling and their impact on a person's success or lack of success later in life. The findings are that "People who do well economically owe almost half of their occupational advantage to family background; and up to 85% of their earnings advantage later in life is directly related to Family Background".

The National Council of Welfare has concluded "To be born poor in Canada does not make it a certainty that you will live poor and die poor but it makes it very likely".

Finally, a research paper just released in Manitoba, entitled "School Self-Acceptance among Indian, Métis and White Children" authored by Doctors G.E. Barnes and B.A. Vulcano, states in part: "Education is generally regarded as being the ladder to upward social mobility for the people of lower socio-economic status. Our study shows, however, that lower socio-economic groups are in somewhat of a "Catch 22" situation. They need education to improve their position in society, but their lower position in society mitigates against them doing well in school".

The Indian Child comes from a socio-economic environment that may not be conducive to any marked improvement in the results of a new educational program. While "Indian Control of Indian Education" possesses elements that will make school more meaningful and pleasant for the Indian student and thus may produce more effective results, it should be recognized that real progress expected by Indian educators will only be achieved over an extended period of time.

This time frame may be reduced in direct proportion to the effort made to reduce the socio-economic disparities that exist between the Indian and White communities.

It is recommended that:

- environmental difficulties facing the Indian student be recognized and addressed;
- education programs coming under control of Bands be given proper resources and time to accomplish their stated goals.

Teacners hired by the Department for work in Federally operated schools have almost no orientation instructions, which may impair their effectiveness to an unacceptable level.

Teachers recruited in Canadian Metropolitan areas and from overseas have, in most cases, no orientation instruction in the new environment in which they are about to work. In many instances these new working areas are in remote locations and Indian community life will be a new experience for the teacher. A lack of appreciation of Indian values and customs can adversely affect the teachers' rapport with the student, the parent and the Band as a whole.

Possibly a more important product stemming from a proper teacher orientation course is the screening out of unsuitable candidates. The real danger is not in hiring the teacher that starts the job and then resigns after a few weeks or months. The danger lies with the poor teacher that is hired under the present limited interview method and stays with the system for years, never establishing proper relations with the Indian people. A few of the outstandingly poor teachers have been expelled from Reservations by Band Council Resolutions (BCR) and are now employed in Regional and District Offices on lesser tasks but are still drawing teacher salaries.

It is recommended that:

- a comprehensive orientation course be established for all new teachers and during this course a screening process be actively pursued.

The frustration and possibly the lack of feeling of accomplishment on the part of most District Superintendents of Education is having an adverse effect on the accomplishment of Departmental Education Programs.

Rarely does an operational review of a government department directly address matters such as attitude, dedication and morale of personnel because such situations can become extremely controversial, and in the end, very difficult to quantify or prove to Management. Despite these misgivings, this review will address this subject because the attitude of Departmental personnel truly has an effect on the total Education program that cannot be ignored.

The Education personnel carrying out the Education programs at the district level are academically qualified to do so; but the lack of meaningful progress, the financial systems that require year after year an ever increasing amount of their time, and their inability to perform educational duties for which they are qualified, lead to a feeling of frustration. This feeling of non-accomplishment is having an adverse effect on DSEs and their staff to the extent that the implementation of the policy on Indian Control will require a major realignment of attitudes.

In recent months, three of the six positions for DSE have become vacant. As is the norm in the Public Service, the next qualified person in line for this position stands an excellent chance for the promotion. However, in present circumstances, the acting DSEs are not all that enthusiatic to assume the job.

The recommendations to alleviate this condition must be considered in concert with other recommendations made in this report which affect the role of the Indian Education Program.

It is recommended that:

- the role and authorities of DSEs be clearly defined in line with the departmental thrust of Indian Control of Indian Education
- the DSEs and staff be relieved of the many administrative duties that impede their efforts to act as educators and to promote an effective educational program in the Province.

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Education staff at District Offices are devoting a disproportionate amount of their time to Administrative activities at the expense of their educational responsibilities.

Superintendents of Education and their staffs at District Offices all have stated that Administrative type work requires the majority of their time with much of it spent in the District Office. Examples stated were such things as budget preparation and financial control, certification of invoices, preparation of work orders for school repairs and action plans for Regional Office. Staffing positions was also cited as a time-consuming cumbersome operation. Two DSEs have stated that overtime is now routine for their staffs just to accomplish the bare essentials.

Their prime function, visits to schools and monitoring the quality of education, is now becoming a secondary duty.

A check at Regional Office revealed that there were no directives published by the Region that would allow less expensive resources to relieve the education staff of these administrative chores. However, the Regional Personnel Manager has stated that he has recently produced four draft directives but their distribution is delayed until each District Office can be personally instructed in their use.

It is recommended that:

- a review of the administrative work presently being done by District Education personnel be conducted to ensure that this work is necessary, that it is the responsibility of Education personnel, and that it cannot be done with less expensive resources.

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